



Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

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General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The unprecedented COVID-19 pandemic has affected the entire Hanford Joint Union High School District (HJUHS) community and drastically altered the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational landscape of students. Students, their families, and staff have all been affected by higher levels of stress and trauma.

The closure of schools has impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic, including increased unemployment, have intensified existing challenges such as food insecurity and access to

technology/connectivity. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted.

Students, families, and staff have also had to take on new roles due to school closures. Parents, guardians, and caregivers have taken on increased responsibility as co-educators with students at home during distance learning. This has been challenging for those parents, guardians, and caregivers who are able to work at home and for those who are not. Many parents, guardians, and caregivers who are not able to work from home have had to balance the competing needs of caring for their children and maintaining their employment and income. Older students have also had to take on greater responsibility for younger siblings and/or relatives. This includes supporting the distance learning of those younger students, taking time away from their own learning. The staff has also faced tremendous challenges. Much HJUHS staff are also parents, guardians, or caregivers for school-aged children and are themselves balancing professional and personal responsibilities. The new roles HJUHS students, families, and staff have had to take on and the balancing of competing demands have added stress and trauma to an already challenging context.

In addition to these impacts and trauma stemming from COVID-19, HJUHS acknowledges its responsibility to recognize our own role in this trauma and the need to move beyond an acknowledgment to engaging in courageous conversations and directly confronting, interrupting, and addressing the institutional inequity that is present in our school system.

HJUHS is the 2nd largest school district in the county, serving approximately 4,000 students at seven schools. It is situated in the south-central portion of California's San Joaquin Valley, an area that is demographically diverse in terms of race, ethnicity, culture, economic status, and language. HJUHS's 2019-20 student population was 68% Hispanic or Latino, 22% White, 4% African American, 2% Two or more races, 1% Asian, and 1% Filipino. Over 64% of students are identified as socioeconomically disadvantaged, 1% Foster Youth, and 1% as Homeless Youth. The student population also includes 8% English Learners, 4% Migrant Education, and 9% Students with Disabilities.

The impacts of the COVID-19 pandemic have been disproportionately large on students and families who were already experiencing inequitable outcomes in the HJUHS system. These students include English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and students of color – particularly African American and Latinx. In recent years, HJUHS has identified discrepancies in the performance of specific student groups on the California School Dashboard. The three groups that have recurred include Students with Disabilities, African American, and English Learners as demonstrating significant performance gaps. This information and the California School Dashboard results serve as an important context for the HJUHS system prior to COVID. The impacts of these existing conditions, the COVID-19 pandemic, and the cumulative trauma resulting from systemic inequity and violence on a national, state, and local level are all affecting students and families on a daily basis.

HJUHS's commitment to students and families will make every effort to empower stakeholders, hold the district accountable for providing consistent, high-quality instruction, and meet the academic, social, and emotional needs of students and families. The implementation of distance learning and the design of robust and flexible modes of instruction during this pandemic has presented a unique opportunity to do things differently and create strategies that support beyond the current crisis in order to improve student outcomes. The collective response

to the challenges in this pandemic represents an opportunity to not only endure but to produce strong foundations in new areas that will allow students to thrive in 2020-21 and the years beyond.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

HJUHS D's efforts to solicit stakeholder feedback to inform the district's plan for a safe return to school and the Learning Continuity and Attendance Plan began in June and have continued throughout the development process. The district's phased planning process toward the reopening of schools explicitly identified Research, Survey, and Data Collection as the first and foundational phase of planning. Engaging in outreach and surveying stakeholders have provided and continue to provide staff valuable input to inform the district's planning in Academics, Attendance & Engagement, Culture & Climate, Nutrition Services, and Public Health.

As the 2019-20 academic year came to a close, the district administered a survey to families to gain their feedback on distance learning. This survey was administered via Google Forms. A total of 2,479 parents/caregivers responded to the survey. Overall, parent/caregiver responses represented a wide range of experiences and levels of satisfaction with the spring implementation of distance learning. An important takeaway for the district was the fact that, for most questions, the majority of respondents indicated a propensity to attend school face to face.

Results also indicated difficulty for a significant number of students in connecting to others and establishing a strong sense of belonging concerning their classroom or school. While the number of respondents for the survey was modest relative to the district's overall population, the data gained was extremely valuable, especially when considered in combination with the other input received.

During the last week of June and in early July, the Executive Leadership Team, led by the Superintendent, held a series of listening sessions with key stakeholder groups to seek additional feedback on the district's draft reopening plans and thinking regarding distance learning for the 2020-21 school year. These sessions included brief overviews of the district's vision for reopening schools, guiding principles informing planning, and distance learning framework. Dedicated sessions were held for each of the following groups: Curriculum/PLC Committee, Hanford Secondary Educators Association (HSEA), COVID-19 Response Team, students, African American Advisory Board, and LCAP Parent Advisory Committee (PAC).

To solicit broad input, a draft of the Learning Continuity and Attendance Plan for the district was posted on the website with an accompanying survey to solicit input across all stakeholder groups. This was publicized via the district's social media accounts, email, on the district website, through the principal's bulletin, and ParentSquare (direct messaging system for parents and students). Additionally, materials were translated

into Spanish to reach stakeholders that do not speak English. HJUHSD also provided print copies for any stakeholders that may not have internet access or reliable access.

The 9.8.20 public hearing provided an additional opportunity to solicit broad stakeholder engagement. The draft plan was posted on the district's website in advance for public review and comment, presented for discussion at the board meeting, and opened for public comment.

[A description of the options provided for remote participation in public meetings and public hearings.]

Starting in May, key stakeholder groups were engaged to solicit input specific to the Learning Continuity and Attendance Plan Draft and, by extension, the available components of the district's safe return plan. Engagement of stakeholders included the presentation of draft material and solicitation of specific input to inform improvements to the plan occurred at the following meetings:

- Curriculum/PLC Committee Meeting (5.21.20, 6.23.20, 8.4.20 and 8.25.20)
- District-Wide Staff Meeting (6.19.20 and 7.31.20)
- HSEA (7.28.20, 8.3.20, and 8.4.20)
- CSEA (need dates) (7.30.20 and 8.5.20)
- COVID-19 Response Team (3.18.20, 5.26.20, and 6.9.20)
- LCAP PAC meetings (8.27.20)
- African American Advisory Board meeting (7.30.20 and 8.28.20)
- DELAC (8.10.20)

Stakeholders had options to participate remotely at multiple public meetings and the district's public hearing. This evolved over time and in response to stakeholder input. Beginning with the 9.8.20 meeting, board meetings included the opportunity for members to provide public comments live, in addition to the method utilized since school closures, submission of comments by email prior to the meeting. Public comments submitted prior to the meeting are read aloud by staff and posted for viewing on the district website. Meetings with key stakeholder groups were held via zoom and or Google Meet, and in many cases, were open to the public. Public attendees at meetings were able to listen to presentations and discussions and, at identified times, participate or provide public comment. A time is reserved at the end of the meeting for formal public comment and the chat feature is open for public contributions throughout. Chat comments are saved and included in the posted meeting notes.

[A summary of the feedback provided by specific stakeholder groups.]

Overall, the feedback that stakeholders provided included valuable insights, recommendations, and questions. These addressed experiences during the spring school closures, priorities for the district's return to distance learning and in-person instruction, and input focused on pre-existing issues. Listed below are the key ideas that emerged across most or all of the stakeholder groups.

Key findings from the student Distance Learning survey are shared below:

60% of respondents reported spending less than 2 hours per day learning or completing schoolwork.

70% of respondents indicated that it was not at all or only slightly challenging to use Distance Learning tools (Google Classroom and Zoom). The majority of respondents reported that, in a regular week, they watched recorded or live Zoom lessons infrequently or not all, with 30% indicating 'almost never' and 32% reporting 1-2 days/week.

The majority of respondents (61%) reported being given just the right amount of schoolwork during a typical week. 7% reported not enough or none and 34% reported too much or way too much.

As noted above, the parent/caregiver survey and the student survey revealed a significant level of dissatisfaction and concern with the spring implementation of distance learning. This was indicative of the broader stakeholder voice provided throughout various input opportunities.

The above findings reinforce the importance of the requirements set forth by Senate Bill 98 for distance learning implementation in the fall. With significant percentages of parents/caregivers and/or students reporting that instruction was occurring only part of the week and or relatively few hours per day AND that recorded or live lessons were not frequent, there is a clear need for increased coherence and consistency in the district's implementation of daily, synchronous, live instruction. The survey input also speaks to a need for specific strategies that can increase student and family sense of connectedness/belonging including the facilitation of student connections to peers and staff. Parents/caregivers also indicated a clear priority for additional resources to support technology use and student learning.

The listening sessions conducted by executive leadership with parents/guardians provided a rich source of feedback on the overall distance learning experience, specifically in the form of recommendations for improving in the 2020-21 school year. Key themes that emerged across the various sessions included:

Parents/Guardians/Community Members need a clear understanding of what they should expect from:

Distance learning

Guidance/support for how they can support their students

The need to focus on the most vulnerable students in our planning and implementation. These students include English Learners and Students with Disabilities.

Training and accountability for staff are both critical.

Relationship building and mental health need to be prioritized alongside physical health/safety.

This is an opportunity to do things differently/disrupt the status quo – to better serve all students.

One size does not fit all – training, instruction, communication all need to meet the needs of individuals and groups

Students:

School culture is important and needs to be maintained. We need to find ways to facilitate social interaction online.

Mental health, emotional support, and social skills all need to be priorities

More structure is needed such as guidelines for managing workload, college applications, and other important processes. Counselors and teachers could support this with one on one meetings and office hours. Access to counselors is important.

Learning online can be difficult for some students due to specific learning needs, a difficult home environment, or other factors. Student specific supports are needed.

Consistency in education is needed - routine virtual experiences. There was lots of variation between classes with some teachers checking in every day and others completely silent.

Curriculum Committee, PLC Leads, HSEA, and CSEA

Our current situation is an opportunity to better serve all students.

Training, instruction, and communication all need to meet the individual and group needs of students, families, and staff.

Distance learning in the spring was not effective and needs to be much better in the fall. Critical aspects include live instruction, access to recorded lessons, access to teachers and staff, and communication of clear expectations on a regular basis.

We need to focus on our most vulnerable students in our planning and implementation.

Parents, guardians, and caregivers need much more support to effectively partner in the education of students at home. This includes clear guidance for what they should expect from distance learning, opportunities to engage in two-way dialogue regarding district planning and their own student's learning, and training, resources, and support to utilize technology and support learning at home.

Training and accountability for staff are both critical. We need to reduce the amount of variation in program implementation and the instructional experience of students and families. Specific training for distance learning is needed.

Relationship building, Social Emotional Learning (SEL), and mental health need to be prioritized along with physical health and safety.

Provide support to students and families to address access and connectivity issues that impact their ability to engage in distance learning.

Students should have the option to continue distance learning for the remainder of the year, even when some form of in-person instruction resumes.

LCAP Parent Advisory Committee (PAC):

We need to focus on the kids that we have lost during the times of closure and figure out how to get them back.

Families need to have accountability and know what is going on at school sites.

We need some form of in-person instruction – it is important to be able to see someone, talk to someone.

It would help to have families provide input on the models/options that are being proposed for their students.

Accountability is key.

All our status quo is being disrupted – we need to create a school environment that works better for everybody.

Engagement and communication needs to be improved, particularly at the school site level.

The quality of instruction is a key component.

Synchronicity is a profound issue, particularly for households that have multiple students.

African American Advisory Board (AAAB): listening session meeting

We need to prioritize those that are most challenged by distance learning – some may not be equipped and need additional support.

Focus on the most vulnerable students.

Consider partnerships with other entities to disrupt systemic inequality, address learning loss, and provide online learning.

Teachers need to be available for parents and students to reach – have office hours where they can be contacted.

Health and safety at home need to be a focus in addition to at school.

Relationships are critical – broken relationships need to be mended. Communication needs to be clear, concise, and relationship-building.

We need to talk to people coming back and understand it is going to take work.

The District English Learner Advisory Committee (DELAC):

The plan should be clear in stating what we can 'ensure' as a district vs. what we intend/are building towards and should provide more detail regarding the services and supports we are providing for English Learners.

English Learners need additional supports and services including, but not limited to, appropriate materials, equipment, and connectivity to participate, engage, and learn, resources in the home language, and schedules/resource allocations plans prioritizing students with the greatest needs and ensuring provision.

Communication to home from the district and schools need to be in the home language and responsive.

Additional staffing supports are needed to support English Learners and families.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

The specific stakeholder input received throughout the summer months has significantly influenced the district's Learning Continuity and Attendance Plan both through the impacts on the development of the district's various Safe Return Plans and through direct feedback on the plan itself.

Key takeaways from the parent/caregiver and student surveys administered in the spring included the need to provide (1) daily, live, synchronous instruction, (2) increased connection to staff and peers and sense of belonging at school, and (3) more resources for parents to support their students learning and use of technology. This input has influenced the following aspects of the district's Learning Continuity and Attendance Plan:

Development of clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day. The district has also included as part of the plan the expectation that lessons will be recorded to provide students the option of participating in recorded instruction later. This is seen as critical support for students who may have different learning needs and benefit from rewatching instruction as well as a support for those students who may not be able to attend specific lessons.

Development of Social Emotional Learning (SEL) lessons focused on universal themes that support connecting, belonging, and other aspects of social and emotional well-being. These lessons support the implementation of school-wide practices as well as the daily integration of Social Emotional Learning into academic instruction.

To support parents and caregivers in supporting their own students' learning, the distance learning plan includes specific expectations for communication (Google Classroom and Parent Square) from teachers to students and families. Communications will include the week's learning intentions, schedule of Google Meet times for synchronous instruction, content to be taught, criteria by which student success will be measured, and a description of assignments with related rubrics and due dates. This communication is intended to provide parents some of the key information and tools they need to support students in meeting goals.

The overarching themes emerging from the spring listening sessions also were impactful in informing the development of the Safe Return Plans and this Learning Continuity and Attendance Plan. Specific themes and their impacts include:

Parents/Guardians need clear expectations of what they should expect from distance learning

A consistent concern through stakeholder engagement before and during COVID has been the need to reduce the variation in implementation and quality of the learning experience across classrooms and school sites. Related to this has been the expressed need for parents/guardians to have a specific understanding of what should be happening for students. This input has influenced the development of a clear list of expectations for distance learning communicated by the district to all parents.

We need to focus on the most vulnerable students in our planning and implementation

Another consistent concern from the feedback across stakeholder listening sessions was the need for an equity-focused plan, particularly regarding the needs of students who are most vulnerable and at risk of learning loss during and after school closures.

Training and accountability for staff are both critical

The variation in implementation and quality of the learning experience, parents/guardians consistently expressed their priority of increased accountability for staff in the implementation of district programs. This message was heard clearly and reinforced input received throughout the ongoing Local Control and Accountability Plan (LCAP) engagement and other feedback processes. This Learning Continuity and Attendance Plan have been influenced by this input and in professional development plans. The section of this plan detailing professional development to support distance learning outlines the expectations for principals to consistently join virtual teacher collaboration sessions and virtual classroom lessons just as they would walk their school site when in person. This consistent presence of principals in these two spaces will act both as a form of professional learning for staff and provide a level of accountability with regard to program implementation.

Examples of additional influences on this plan and/or aspects of the district's program include:

Multiple groups, including the AAAB, LCAP PAC, and DELAC, provided input regarding the need to explore opportunities to provide some services or resources on campus to engage after school staff/expanded learning programs and other community organizations in the support of distance learning.

Students stated the need for flexibility and the ability to self-pace work throughout the week. They noted that, in the spring, a practice that was supportive in the distance learning context was providing advance notice of assignments and allowing for completion at one's own pace. The district's plan includes a weekly communication from school to home that provides an overview of assignments, learning intentions, synchronous learning schedule, and other important details.

Students also stated the need for consistency of live instruction, the ability to access recorded lessons following the live lesson, and access to teachers outside of class time. The district's plan includes daily, live instruction, the use of lesson recording to provide students the ability to re-watch at a later date, and expectation that staff are regularly available to students and families.

The LCAP PAC noted the absence of any explanation of bullying prevention and the importance of highlighting this in a distance learning context given the prevalence of cyberbullying pre-COVID. The section of Mental Health and Social Emotional Well-being now includes a brief discussion of bullying prevention.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Through mid-July, the district was moving forward with plans to reopen the school in a hybrid model, with students spending portions of the day/week at school sites receiving in-person instruction and completing the rest of their learning in a distanced setting. Providing as much in-person instruction as can safely be delivered is a priority of many stakeholders and acknowledged by the district as an important means of addressing learning loss, particularly for those groups of students who are most likely to be disproportionately impacted by school closures.

Based on the recommendation of the Kings County Department of Public Health, it concluded and announced that the 2020-21 school year would begin with full distance learning. This decision was later affirmed by the guidance provided by Governor Newsom to schools in his July 17th press conference. This guidance detailed the conditions under which schools will be allowed to reopen, the requirements they will have to follow when bringing students back, and the conditions under which a school or district may have to return back to a full distance model after reopening.

While current health conditions do not permit delivery of in-person instruction, the district is continuing to plan blended learning models so it will be prepared to bring students back once it is safe to do so. HJUHS D will continue to align decision-making to public health experts at the state and county level and to orders and guidance provided by Governor Newsom. Included below is the district's current thinking regarding instructional models, including scheduling and delivery methods. Please note that this planning is tentative and will continue to be responsive to state and county guidance and the district's own monitoring of community conditions and needs. Tentative planning includes:

Modes of Instruction:

To meet health, safety, and learning needs, two modes of instruction will be offered for families to choose from. These will include a 100% distance learning model and a blended learning model which is part in-person and part distance. Students engaging in the blended learning model would receive part of their instruction each week at their school site.

The district is preparing for potential shifts in the instructional model as determined by public health conditions or student need. One strategy under consideration is the continued use of Google classroom in both in-person and distance learning. This would allow students at home to participate in instruction synchronously with students who are in the physical classroom space, including collaboration with peers in virtual groups. This model of delivery would maintain continuity of instruction in the event that one or more cohorts, schools, or the entire district needs to return to a full distance learning model.

Lessons occurring in the classroom will be recorded, allowing for the cohort of students engaging in distance learning to participate simultaneously with students who are attending in-person. This will also provide a record of direct instruction and explanations for the concepts and assignments presented, allowing students who cannot participate synchronously to watch at a later time. This will also support students who need or might benefit from re-watching instruction.

During times of the week when all students are engaged in the distance model, teachers will provide key supports that maintain the community of learning and meet identified student needs. These supports could include office hours, small group and individual support for students, collaboration with peers to prepare lessons, and professional learning with colleagues.

Cohorts

To effectively coordinate with Kings County Public Health efforts to conduct contact tracing, students will be cohorted, or kept in designated clusters, as much as possible. Where this is not possible due to specific course enrollment, all-district, state, and county guidelines will be followed to best ensure the health and safety of students and staff.

Arrival/departure plans and lunch plans will be developed at each school to minimize bottlenecks and blending of cohorts.

Cohorts of students participating in in-person instruction will be on the school site at designated days and times, with disinfection occurring between those times.

Classroom activities will, wherever possible, provide for virtual peer collaboration between cohorts of students using Google Meets to group students who are in-person and engaging in distance learning.

Cohort sizes will maintain necessary physical distancing, the spacing between students within classrooms. Current analyses of the district's physical space and classrooms have determined that most school sites have the capability to bring approximately 50% of students on campus for in-person instruction at any one time.

Staffing

Some teachers will be designated as distance learning teachers. These teachers will be scheduled with students who are engaging in 100% distance learning, though some students who are in 100% distance learning will also be scheduled in classrooms that are working with in-person cohorts.

As needed, some distance learning teachers may also be paired with in-person teachers to provide synchronous lessons. Additionally, based on student and family needs, teachers may need to work with students at other school sites.

Student Supports

As each instructional program and related service is accounted for in terms of grouping for in-person attendance, related services schedule will be developed for each site and determination made as to which related services will be provided on days of in-school attendance and as to which students and related services are deemed appropriate for continued virtual delivery.

Most of the District's related service providers are able to provide their services in a virtual setting; however, some of the related services are more easily provided in person, including physical therapy, adapted physical education, behavioral support, and consultation, orientation and mobility, etc. Services determined to be more appropriately provided on-site will be scheduled for the days that the student(s) is scheduled on-site as appropriate and practical given the health and safety needs resulting from the pandemic.

Where possible, students with additional needs may be considered for additional in-person instruction. This would include students with disabilities, English learners newcomers, homeless youth, and foster students.

HJUHS D will identify students who have experienced significant learning loss due to the school closures in 2019-20, we will utilize Essential Standards Tests (EST's) to determine the loss of learning. HJUHS D will use this data to place students in a 3A period (Response to Intervention class period) that will specifically address the students' needs.

Students who are Medically Fragile or have significant emotional, behavioral or physical support needs

For our students who are medically fragile, the Director of Special Programs will work closely with Health Services and the student's physician to determine the degree to which the student can participate in a return to a physical school setting. The physician will determine what additional accommodations need to be provided to the student to mitigate the student's possible exposure. If the physician determines that the student cannot participate in school due to their medical condition, an IEP will be scheduled to determine if Home Individual instruction or virtual instruction is appropriate for the student. Accommodations can be provided for students with significant behavioral needs or significant physical support needs; however, if a student requires a degree of support that is in conflict with the current County Health recommendations, the IEP team will meet to determine if virtual service delivery is more appropriate to meet the student's need while additional guidelines are in place.

The district's planning to mitigate risk of transmission between students, staff, and other community members while on campus includes, but is not limited to, a range of physical distancing protocols, facilities-related actions, and disinfection procedures. Key measures include:
Physical distancing: Everyone must practice physical distancing, this includes arrangement of desks within classrooms.

Face Coverings: Wearing a cloth face covering is required for all HJUHS staff, students, parents/guardians, and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Face shields may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instruction. Face shields with a cloth drape can also be used by those who are unable to wear face coverings for medical reasons.

Ventilation and Air Flow: Sites will replace all HVAC filters 2-3 times per year, an increase to the current practice of once per year. Sites will run HVAC fans continuously throughout the 24-hour cycle, including when windows and doors are open. Windows and doors will be kept open, if possible, to increase airflow.

Entrances and Exits: Parents/guardians will be encouraged to stay in cars when picking up/dropping off students and staggered start and end times will be considered. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points will be identified to limit close contact during high-traffic times.

Sites will have a designated area for sick individuals where they can be isolated, assessed, and wait to be taken home.

Classrooms: Good hygiene will be modeled and reinforced. Materials/supplies sharing will be limited and activities that bring students close together will be modified.

Common Areas: Signage, cones, stanchions, and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, and help maintain cohorts.

Strategies for limiting the mixing of large groups will include cohorts, staggered breaks, and limiting activities where multiple classrooms interact.

Physical Education (PE) Classes and Athletics: Limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.

Proper disinfection procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs. Staff will put inventory controls in place to order sufficient supplies including face coverings (individuals may be encouraged to use their own cloth face covering), face shields, hand sanitizer, disinfection materials, gloves, thermometers, and handwashing stations if sink access is insufficient.

Staff and students will be encouraged and provided instructions for self-screening for symptoms at home. Active screening, in which students and staff entering a site or bus are screened with a temperature check and review of signs/symptoms, will be implemented if determined to

be necessary. Staff will work with Kings County Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or district response as needed.

The district will continue to communicate with parents/guardians and students regarding plans and to solicit their input regarding the method of instruction that best meets their needs. HJUHS D recognizes that each of its students and families has different preferences for returning and different criteria that will make them feel safe enough to do so.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
<p>Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol. Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness. Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks. Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols. Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk. Custodians/Plant Managers: Maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas. HVAC filters: Sites will continue to replace HVAC filters 2-3 times per year as recommended. Individual Supplies: Additional supplies to limit the number of individuals using shared objects. Hand-washing Stations: Additional hand-washing stations for locations where sink access is insufficient.</p>	<p>\$42,194.00</p>	<p>No</p>

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

The identification and implementation of Essential Standards are intended to guide teachers in identifying prioritized standards upon which to focus lesson planning and guiding them toward resources that can best support students in attaining mastery of those standards. This is a critical area in which the district is striving to minimize the variation in the fidelity of implementation of district programs across and within schools.

In addition to identifying prerequisite skills and knowledge, the essential standards call out skills to be taught in future grade levels. This allows teachers to conduct multi-grade assessments of students. As was the case before COVID-19, there will be students who have skills that far surpass their grade level and there must be tools to assess their learning needs and provide them appropriately challenging instruction.

One of the district's key expectations for distance learning instruction is that the class/course expectations for the week are communicated to students and families by every Monday (or the first day of the school week), using Google Classroom. The "classroom" includes the scheduled "meet" times for synchronous instructions, learning intentions, content to be taught, criteria by which student success will be determined, and all assignments with related rubrics and due dates. This communication is a critical component of the district's effort to help parents/guardians gain a deeper understanding of their student's learning process and how to effectively partner in their education.

In selecting essential standards on which to focus, HJUHSD plans to focus on depth of instruction, rather than pace, and commit to grade-level content in a manner that is rigorous and prioritizes key content and learning. This prioritization will enable teachers to more effectively address learning gaps through patient and in-depth instruction, daily re-engaging students with prior knowledge, and allowing unfinished learning to be concluded while also introducing new content. The Curricular Committee will further articulate specific instructional priorities within the courses. This articulation will provide clear guidance on what is important to teach within the course, where time and effort should be invested, and which areas should be taught primarily for awareness vs. deep understanding.

Synchronous learning is any type of learning that takes place in real-time where a group of students is engaged in learning simultaneously and through live instruction and interaction.

Most resembles a real classroom

Learners can ask questions and receive feedback simultaneously

Allows for collaboration between students

Teachers can provide immediate feedback, assessment, and make adjustments as needed

Synchronous learning can occur using computer interaction through Google Meet.

Asynchronous learning occurs separately and without real-time interaction.

Directly aligned to live learning and instruction
Feedback and opportunities for questions come later
Students can absorb content at their own pace
Provides opportunities for students to develop questions and reflections on learning
Allows for more flexibility in scheduling
Asynchronous learning can occur through classwork, videos, group work, or other support from a teacher.

A robust distance learning plan will include a combination of synchronous and asynchronous learning. HJUHSD acknowledges that distance learning is challenging and does not envision students, teachers, and parents/guardians sitting in front of a screen all day long. The district's planned distance learning model is flexible and includes breaks, with the balance between synchronous and asynchronous learning and between whole class and small group support.

As noted in the stakeholder feedback section, community input reflected a significant level of dissatisfaction with the distance learning model implemented from March-June. District staff has, in their own reflections, identified a number of areas in which significant improvements were needed. Daily, live instruction, and interaction was a key area for improvement in the spring, with asynchronous learning being the primary model. The HJUHSD community has strongly voiced their desire to see their teachers provide students the full classroom experience, including peer to peer interaction, to the furthest degree possible. The requirement for daily, live instruction has been affirmed by Senate Bill 98. During distance learning, HJUHSD will be offering consistent, daily, live instruction for every student with the option of participating in recorded instruction later. The option to later view recorded instruction is critical in supporting the different needs of learners, some of whom need to watch instruction over again. In addition to whole-class, synchronous lessons, English Language Development (ELD), and additional differentiated supports will be provided synchronously.

The district believes that for each 85 minute period, teachers will provide a minimum of 30 minutes of direct instruction utilizing any variety of G-Suite Apps with the remainder of the period being utilized for guided practice and classwork via Google Classroom. This time shall not include teacher planning, office hours, required professional development, or other faculty, department, and PLC meetings.

Students will continue to be scheduled in seven classes as they usually would. This schedule benefits students by maintaining continuity of support services linked to courses across the year, aligns better to Advanced Placement (AP) exams, aligns with current staffing models, and allows for easier transition both between in-person/distance/blended models and into and out of HJUHSD.

In addition to direct, live instruction every Monday, Tuesday, Thursday, and Friday for every student, a key expectation of the district's plan is our Wednesday asynchronous schedule. Where students will be afforded the freedom to work at their own pace and teachers to be available by email.

A key decision supporting symmetry and cohesion in the district's teaching and learning was the identification of Google Classroom as the designated means to communicate with students. Staff and schools will be able to maintain continuity of instruction through distance learning and across any transitions into or out of in-person learning. The use of Google Classroom will maintain continuity of course assignments and resources so that teachers and students will be able to sustain momentum through any physical transition.

In presenting distance learning plans to the board, the staff has noted that significant gaps existed prior to COVID-19 and implementation of the Safe Return plan represents a unique opportunity to improve in a time of crisis. The alignment of teaching and learning to prioritized essential standards, effective use of district assessments, consistent implementation of Universal Design for Learning (UDL) instructional practices, and other identified actions within this plan are not only for right now in this time of COVID. These are critical moves for the district to improve student outcomes regardless of context (distance, blended, or in-person) and for the long term. HJUHS is implementing a distance learning plan that will both maintain continuity of instruction during the coming year AND serve as a stepping stone in the district's overall continuous improvement journey.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

As HJUHS begins the 2020-21 school year in a full distance-learning context and prepares for the possibility that much of the school year will be via distance learning, ensuring access to devices and connectivity for all students is imperative. The technology gaps identified at the outset of school closures deepened the district's understanding of inequities that existed prior to COVID-19 and will continue to require attention even after students and staff have fully returned to an in-person model. HJUHS's efforts in the spring to provide all students with access to devices and connectivity have significantly reduced the identified gaps. However, significant areas of need remain, particularly in ensuring that all students have access to sufficient connectivity to engage in distance learning.

During the spring school closures, HJUHS was fortunate enough to have distributed Chromebook devices to every student in our district. In planning for the fall, the district continued to provide sufficient devices to supply all those in need. This includes preparations for incoming 9th-grade students, students at other grade levels new to the district, and any continuing students who are in need.

Also continuing into the fall are partnerships with city/regional agencies and corporate entities to provide connectivity. The 'hotspot' or MiFi program launched in partnership with Kings County Office of Education (KCOE) provides connectivity to strategic zones via a small handheld device equipped to deliver free internet/Wi-Fi. The Kings County Office of Education also provides reduced cost wifi to eligible families with low-cost internet services. The district will continue to promote both of these opportunities in its outreach to families and explore how additional partnerships might expand connectivity access.

HJUHS will continue to assess technology access and support needs. In late July, a form was sent to parents and included questions to assess technology/internet needs. This information is available on the district web site, allowing sites to contact students and families who are in need of assistance. Site administrators began contacting families prior to school starting, targeting the families who need internet access, or have not yet responded to the survey and have not yet been issued a District device. This will enable the district to continue monitoring the overall and individual needs of students and families.

Direct outreach efforts from Administration, Counseling, and the Attendance Office are ongoing and include a specific assessment of technology needs and the connection of students and families to services. Where needed, representatives from the site will distribute District devices and/or hotspots directly to individuals. Technology support is a frequent outcome of Home Visits conducted for our low

socioeconomic, English Learner, Foster, Homeless, and Special Education students. The Attendance Office will continue to serve as a hub to support families regarding all connectivity issues.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

The HJUHSD's Safe Return plan states the district's commitment to identify and address gaps in learning through instruction and to monitor students' progress on course-level appropriate assessments and adjust supports based on student results. To achieve this, teachers and instructional staff will engage in consistent formative assessment and modification of instruction based on the analysis of student progress and learning needs.

The expectations the district is asking families to have for the implementation of distance learning, the guiding principle is elaborated upon in this statement: Assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure.

Synchronous instructional minutes delivered during distance learning will be scheduled in strategic chunks and include whole-class, small-group, and independent activities. Consistent and effective formative assessment practices will enable staff to best utilize these minutes to meet collective and individual student needs. One example of such practices is the building into lessons of frequent checks for understanding. This might be a series of short comprehension questions following a reading or a practice question following a math lecture segment. These brief, informal opportunities are embedded in lessons and provide teachers a real-time assessment of collective and individual student understanding of a specific concept or skill. This information in turn allows a teacher to determine whether additional practice or reteaching is needed before moving forward with the lesson. It also allows for the identification of specific students' needs and supports the differentiation of instruction.

Also important to assessing pupil progress are the periodic assessments administered at the beginning of the year and at specific checkpoints throughout. These diagnostic screeners allow teachers to conduct a more detailed analysis of individual student progress on identified learning standards. The results can inform lesson and unit design as well as the connection of students to specific supports. Where a student demonstrates significant gaps in a specific skill or cluster of skills, additional and targeted support can be provided. This might include differentiation of instruction during live or synchronous instructional minutes and/or provision of tiered intervention support through small group or individual opportunities.

Pupil participation will be determined based on multiple measures of a student's attendance and engagement in learning. Measures will include log-in records to the Google Classroom and GoGuardian used by the teacher, submission of assignments to the teacher, submission of daily bellringer activities created by the teacher, and other forms of contact/interaction with the teacher to be determined by the site and teacher.

Teachers will document attendance/engagement for each student in the Student Information System (Aeries) every day.

Documentation of attendance in Aeries is not unique to distance learning and also is required when students are attending in-person. For Distance Learning instruction, teachers will keep a weekly record documenting each student's synchronous or asynchronous engagement for each school day. This will include verification of participation as well as a record of student assignments. With portions of synchronous instruction being used to provide targeted small group and individual instruction, though all students will be provided the minimum threshold of minutes through a combination of synchronous and asynchronous instruction. Teachers will be responsible for assigning the time value of assignments given in their respective classes/courses. This will allow for more precision in the assignment of time value given that teachers are routinely modifying instruction and assignments based upon an ongoing assessment of individual and collective student needs.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

One of the key areas HJUHSD has included in the list of expectations that students and families should have of distance learning is professional development and support for educators. Specifically, families and students should expect that all educators are provided professional development on the strategies needed to deliver high-quality instruction and in Google Classroom to provide students access to learning grounded in the essential standards.

Following spring school closures and prior to the launch of distance learning, teachers were provided three District focus areas of professional development. The first of these was a series of modules on Multi-Tiered Systems of Support (MTSS) developed in partnership with the Kings County Office of Education (KCOE). The second familiarized staff with the range of distance learning tools to be used in delivering instruction, including Google Classroom, Google Meets, and GoGuardian. The third provided course-specific guidance to teachers on essential standards, curricular materials, and instruction for students with disabilities and English Learners. These three professional development series were taught by the two Academic Coaches and the Instructional Technology Specialist and remain accessible to staff who need additional technological support. HJUHSD's vision for professional learning is one in which all staff engage collectively in learning that allows us to continuously improve our practice in the services of students.

Building upon this work, the goals of professional learning for school leaders and teachers to support the effective delivery of distance learning are:

All school leaders will engage in professional learning focused on understanding the state standards and how to plan and deliver lessons using the Universal Design for Learning framework (UDL) for in-person, virtual, and blended learning environments.

All school leaders/teachers will use data (short, medium, and long-term cycles) to inform and drive instruction (in person, virtual or blended) in support of an effective MTSS framework.

All school leaders/teachers will effectively engage all students in learning, in either a virtual, in-person, or blended learning environment, by intentionally incorporating culturally relevant content and social-emotional supports.

All school leaders/teachers will effectively engage parents and families as partners in their students' learning.

All leaders/schools will deepen learning in improvement science to engage in Data cycles aimed at raising student outcomes outlined in the HJUHSD Equity Inventory.

Overall, the district's professional learning for delivering instruction in a distance learning environment will focus on the following:

- Meeting the needs of all students, explicitly students with disabilities, and English Learners
- Using necessary technology tools, such as Google Classroom
- Integrated and Designated ELD
- Social-Emotional Learning (SEL) and Restorative practices
- Use of data to drive instruction (short, medium, and long term cycles)
- Assessment, Feedback, and Grading Practices
- Use of essential standards
- Supporting and engaging families as partners in their children's education

Essential learning for Substitute Teachers will include the use of instructional technology (Google Classroom, Meet), and strategies for teaching in a virtual environment.

Existing professional learning opportunities that will continue to serve critical roles in supporting the distance learning program include teacher collaboration time and feedback from Principals. The district expects Principals to consistently join teachers during virtual collaborative sessions and 'walk' virtual classrooms just as they would in an in-person context. Following and during these visits/observations, Principals can act as thought partners, providing timely and specific feedback on teacher practice. Regular Principal observations/visits will not only support continuous improvement for individual teachers but also provide valuable data that can inform the design of more targeted professional development, just as teachers are using formative assessments and the district's common assessments to inform lesson and unit design.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

COVID-19 and the resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the district. In some cases, new roles and responsibilities are still being defined (or refined) and will continue to evolve as the district prepares to reopen sites for in-person instruction. The following are the key changes to the roles and responsibilities of staff, organized by area.

Attendance and Engagement

Within the full-distance and any future hybrid models, teachers will be responsible for monitoring attendance and engagement using multiple measures. While in-person, a student's attendance is determined solely by their presence or absence during the assigned date/class. In distance learning, teachers will monitor student submission of assignments, presence within Google classroom, attendance at live, synchronous instruction, and other forms of contact determined at the District. They will also be responsible for maintaining a weekly record documenting a student's synchronous and/or asynchronous engagement each day.

Attendance staff will be continuing all of their core functions, though specific roles within these functions are adapted to the distance learning context. Follow-up with teachers who are not documenting attendance/engagement will specify the multiple measures to be used, attendance

coding/entry will reflect any structures developed to represent the nuances of the distance learning context, and outreach/intervention within the MTSS context will connect students and families to resources in a distanced model. A key new responsibility of attendance staff will be contacting families regarding absences. Where an absence is illness-related, attendance staff will support contact tracing protocols as directed by the Kings County Health Department. This will include the entry of detailed attendance data into the student information system.

Special Education

All staff supporting students with disabilities will continue in their roles and performing their broad responsibilities, with modifications to reflect the distance context. Modifications include:

The Director of Special Programs department will support teachers with the set-up and completion of virtual IEP meetings, including how to engage parents to be meaningful participants and to facilitate the paper requirements of conducting an IEP in a virtual or telephonic setting. Social workers will work collaboratively with their current site teams to schedule consultation and counseling sessions with the students, and, in some cases, their parent(s)/guardian(s) to address appropriate supports within the distance learning setting. These sessions will be conducted virtually or by telephone.

The Behavior Intervention Specialist will be available to sites for consultation on behavioral strategies that can be implemented in a virtual learning model. In anticipation of a higher need for consultation for sites and families during COVID, the distribution of staff efforts across sites may be flexed to target support to the identified challenges that are identified.

Resource Specialists will support a range of distance learning-related actions. They will focus their efforts on supporting the assessment process, monitoring student progress, coordinating with instructional aides, support at the school site level to implement inclusive practices and they will offer support for teacher teams and new teachers. Specific supports will include new teacher support for IEPs and site-wide implementation of a Multi-Tiered System of Supports (MTSS).

Instructional Aides: Instructional Aides will be more systematically used to support individual students than they were in the spring. Aides that are assigned to classrooms and aides that are assigned to individual students will be assisting students during distance learning and helping the teacher manage instruction. In accordance with the student's IEP, instructional aides will provide support in breakout rooms and, as appropriate, during targeted synchronous instruction.

Health and Safety Protocols

The roles and responsibilities outlined within this section are from HJUHS's Safe Return plan. This plan was developed using recommendations from the Kings County Office of Education (KCOE), Kings County Public Health, California School Nurses Organization, California Department of Health, California Department of Education (CDE), and the Centers for Disease Control (CDC). Broad responsibilities applicable to all staff include:

Immediately isolate any individuals who have symptoms of illness to prevent the possible transmission of disease.

Collect and track illness-related information

Follow all Health Insurance Portability and Accountability Act (HIPAA) to maintain required confidentiality regarding communicable diseases.

Immediately contact Human Resources staff if notified of any students, staff, or family members with a diagnosis or exposure to COVID-19.

Health and Safety responsibilities emerging as a result of COVID that are specific to types of staff are outlined below:

Student Support and Health Services Staff: Actively model and support all required public health measures. Consult with Kings County Public Health to verify all information. Provide guidance to school sites regarding cleaning and disinfecting. Coordinate district level response to any confirmed diagnoses or exposures to COVID.

Administrators: Actively model and support all required public health measures. Designate staff liaison(s) to be responsible for responding to COVID-19 concerns. Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement. Reinforce stay at home requirements.

Office Staff: Actively model and support all required public health measures. Encourage electronic communications wherever possible. Reinforce stay at home requirements. Work with the school nurse to follow protocols that lower the risk of infectious students being on campus.

Operations/Custodial Staff: Actively model and support all required public health measures. Maintain a stock of personal protective equipment to ensure readiness - order additional supplies as needed. Routine disinfecting of all high-touch areas on a daily basis. Contact operations department if a large-scale disinfecting/cleaning is required.

Food Service Staff: Actively model and support all required public health measures. Implement one-way passageways through meal delivery. Ensure the workspace has appropriate personal protective equipment and cleaning/disinfecting materials. Increase ventilation for closed areas.

Teachers: Actively model and support all required public health measures. Reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular handwashing, individual supplies, and disinfecting procedures. Send any visibly sick students or students reporting that they do not feel well to the office.

School Nurses: Actively model and support all required public health measures. Follow Kings County Public Health guidelines to support contact tracing. Provide training to staff on any new procedures required by the health department as a result of contact tracing.

Bus Drivers/Transportation Staff: Actively model and support all required public health measures. Ensure adequate space for physical distancing at bus stops and school loading and unloading zones. For active screening, the driver or aide must screen each rider for symptoms prior to boarding the bus. Mark or block seats that must be left vacant to ensure physical distancing. Ensure good ventilation and open/partially open windows. Thoroughly clean and disinfect buses daily and after transporting any individual who is exhibiting symptoms of COVID-19.

Support Staff: Actively model and support all required public health measures. Provide tele-supports rather than in-person when feasible. Encourage activities and strategies that promote positive coping during times of stress for adults and children.

Additional Staff Expectations for Distance Learning

Teachers

Engage with families on an ongoing basis, including events that may be different under distance learning circumstances, such as Back to School Night held in a virtual manner.

Invite site administrators and Academic Coaches to join Google Classrooms

Collaborate with department teachers and PLC's to develop and administer regular common formative assessments.

Log all communication with parents in Aeries.

Academic Coaches

Provide professional learning/coaching to teachers/administrators on distance learning.

Be available to support teachers and school administrators using distance learning tools throughout the day.
Arrange office hours to be available to teachers/administrators.

Expanded Learning Staff

Be available to support teachers within Google Classroom/Meet and help students with assignments.
Develop Google Classrooms to support student learning, provide enrichment programming through Google Classroom and Meet, and maintain attendance records for student engagement.

School Site Administrators

Ensure all students and staff have access to the materials, training, and tools to engage effectively in distance learning.
Monitor teaching and learning virtually to provide feedback and support to teachers to improve student learning.
Engage in collaborative time with teachers virtually and facilitate regular virtual staff meetings.
Set up and run a Google Classroom (Homeroom) for school announcements, SEL supports, and Student Activities – use this to share information. Invite Counselors, Activities Directors, Athletic Directors, and Psychologists to these classrooms.
Ensure that support staff, co-teachers, and paraprofessionals can work as co-teachers in Google Classroom.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

HJUHS D's Safe Return plan is to maintain the inclusion of each and every learner. In the expectations the district is asking families to have for the implementation of distance learning:

Appropriate supports for students receiving Special Education

Ensure students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and support when necessary.

Targeted student support and intervention

Supports and instruction for small groups of students who need additional instructional and/or social and emotional attention.

Support for English Learners

Designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access the curriculum.

It is important to reiterate, as often as possible, that in making content more accessible for students with disabilities and other students with unique needs, all students will benefit. Additionally, it is important that all of our students are seen as students first, and not solely defined by their disability, fluency, or other status.

To make grade-level content accessible for all students, HJUHS is prioritizing the planning of universal lesson design. These provide guidance for educators on how to plan for (1) providing students multiple means of engaging in content, (2) providing students multiple ways to access content, and (3) giving students multiple ways to demonstrate their learning, with the ultimate goal being the development of expert learners who are purposeful, motivated, resourceful, knowledgeable, strategic, and goal-oriented. This represents a shift, with the new frame of reference being the design of lessons with student needs in mind at the outset.

Distance Learning supports specific to Homeless Youth will include:

Coordination and communication with shelters to engage students in distance learning

Coordination and communication with homeless agencies to make them aware of HJUHS Homeless Services

Contact parents/students to determine if they have special or unmet needs for accessing distance learning and address their technology needs, including the provision of Wi-Fi hotspots.

Communication with schools/teachers and parents/students to locate missing students or students who are not engaged in distance learning, and identification of special needs or services

Coordination with parents/students and schools as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.

Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, and refer parents/students to appropriate community agencies and/or district departments/services when educational, health or welfare needs are identified.

Coordination with County Homeless Liaisons to provide continuity of educational services as students transfer.

Distance Learning supports specific to Foster Youth will include:

Monitoring of attendance/engagement and communication with teachers and administrators when needed.

Referrals to both district and community agencies for additional support/resources as needed.

Ensure that any new youth entering the district are placed in the appropriate school in a timely manner.

English Learners

English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. For Designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on California ELD standards. Designated ELD Instruction will meet or exceed the following amounts:

Grades 9-12: Designated class or 60 minutes/week (Designated class for newcomers)

For Integrated ELD, English Learners will receive regular instruction during core coursework. These short, more frequent lessons are provided to support English Learners with the language of the core lesson.

Students with Disabilities

To fully include students with disabilities and ensure that the needs of all students are addressed in all instructional models, the following will occur:

Individualized Education Program (IEP) Addenda: The district has current IEP Addenda on file for students that outline the services to be provided during distance learning. These will remain in effect until school resumes in a face to face model. Per new legislation district IEPs will, moving forward, address both a proposed IEP program in the event of full in-person learning and a plan outlining the student's program in the event of future physical school closure in excess of ten school days.

Modification of IEP Goals: Most, if not all, IEP goals can be addressed in distance learning. However, the determination of whether or not a goal can be appropriately addressed in a distance learning model is the decision of the IEP team. Goals and objectives in a student's IEP are based on the individual needs of the student, not the model of the instruction to be provided.

External Vendors: For each Nonpublic School and Nonpublic Agency contracted partner, a new Master Contract is being developed and signed for the 2020-21 school year. These Master Contracts will address distance learning.

Ensuring a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE): IEP statements outlining the educational plan in the event of physical school closures (in excess of ten days) will guide the provision of services in the event of fluctuations in school schedule or service delivery models. IEP amendments will be utilized to recommend any changes to the operative IEP due to anticipated service delivery changes. This would apply to instances or periods of quarantine or self-isolation as well. Students who indicated a need during the school year were provided a Chromebook to assist in accessing instruction. As needed, students will be provided additional consultation from staff or additional accessibility tools to actively engage in distance learning.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Devices & Software: Chromebooks made available for all students to access distance learning at home and software subscriptions for monitoring.	\$406,575.00	Yes
Additional Technology to Support Distance Learning: Wifi hotspots, tower upgrade headsets, and laptops/devices for students and staff.	\$1,571,503.00	No
Additional Certificated Staff including a Science Teacher, Math Teacher and Alternative Education Counselor	\$307,600.00	No
Additional Classified Staff Support Staff including Network Coordinator, Accompanist, Child Care Technicians, Tutors etc.	\$497,635.00	No

Description	Total Funds	Contributing
Independent Study Additional Certificated Hourly cost to meet the needs of students utilizing the IS program while distant learning	\$68,245.00	No
Digital Textbooks, Classroom supplies & lab take home kits. Provide online CTE simulations, lab equipment and access to online industry professionals.	\$700,000.00	No
Transportation Support: Maintain staffing levels to provide transportation to Learning Labs, Tutoring and Small Group Cohorts.	\$283,062.00	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

The HJUHSD's Safe Return plan also will identify and address gaps in learning. We will monitor students' progress on course assessments, specifically in ELA, ELD, and mathematics utilizing Common Formative Assessments (CFA) that have been developed focussing on Essential Skills and Standards. The CFA's will inform teachers of student deficiencies and allow teachers to adapt intervention supports based on student results. The CFA's have been created and stored in our data and assessment warehouse (Illuminate). These assessments are easily accessible to all students and are securely pushed out to students through Google Classroom. Specifically, families and students should expect assessments during learning and throughout the school year, on a weekly basis, that evaluate how students are progressing both in the moment and overtime to address learning loss before and after the school closure.

It is important to reiterate that assessment of students' learning status will begin the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student's individual learning needs.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time. At Tier 1, all students will receive standards-aligned instruction focused on priority standard clusters. This will allow for the depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area. Tier 2 supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction but also schedule small group sessions to provide additional support. Similarly, students who require even more intensive (Tier 3) support will be provided 1 on 1 instruction through individual sessions. Both the small group and individual sessions will take and "if you can predict it you can prevent it" approach. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class.

While the implementation of synchronous, small group and individual sessions will enable staff to deliver targeted support to all students, these sessions will be of particular importance in addressing learning loss for English Learners, low-income students, foster youth, students with exceptional needs, and homeless youth. As noted in other sections of this plan, a range of staff is regularly monitoring students' progress, identifying specific learning (and other) needs, and ensuring that students are referred to and receiving the appropriate supports. For students who have demonstrated learning loss, and in particular, those who are most at risk for past and ongoing learning loss during school closures, these supports would include targeted small group and individual synchronous instruction. For students with disabilities, this will involve collaboration with additional staff such as instructional aides or others. For foster youth and homeless youth, this will involve collaboration with Homeless Youth Services or Foster Youth Services staff to coordinate services for the student and family, including other tutoring that has been made available. Expanded staff may also be involved to support any and all of the named student groups as they collaborate to support synchronous and asynchronous instruction during the school day and beyond.

During the summer months (June-July) HJUHS D implemented programs designed to combat learning loss, give students extra time and opportunity to reach grade-level standards and to make up credits to become on-track for graduation and/or a-g course completion. The highest priority for participation went to seniors within a few credits of graduating and English Learners, low-income students, foster youth, students with exceptional needs, and homeless youth in need of credit recovery. Programs were implemented in a full distance model and incorporated expectations and elements that are similar to or the same as the district's full distance learning plan for 2020-21. These included:

Use of Apex Unit Recovery

Teacher collaboration built into the weekly schedule

Targeted, structured support for small groups and/or individual students

Specific supports for students with IEPs and for English Learners

Weekly communications to parents including learning goals, content to be taught, success criteria, and assignment details

Professional learning to support the above processes and strategies for effectively managing a classroom and student relationships in the distance context.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include Common Summative Assessments for all core courses administered at 3-4 points over the course of the 2020-21 school year.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
High School Credit Recovery Summer Program: Online credit recovery program for each of the three comprehensive high schools. Priority provided to seniors within 20 credits of graduation, English Learners, low-income students, foster youth, students with exceptional needs, and homeless youth in need of credit recovery, and 9th-11th graders in need of credit recovery.	\$63,000.00	Yes
Data Dashboard and Software Tools: Maintain Illuminate and Core data systems to support the implementation of the district's common assessment system and school closure dashboard.	\$42,850.00	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The plan is to focus on the commonalities that students share in this time of crisis, not just on their differences. This principle has become the focal area for discussing the Social Emotional Learning (SEL) aspects of the plan. HJUHS has continued its MTSS work throughout the

closure and has prioritized the creation of socially, emotionally, and physically safe and nurturing environments for students to thrive across all of the Return plans.

To effectively support the social and emotional well-being of students and staff during the school year, SEL lessons focused on universal themes have been developed to supplement existing SEL work and complement the academic curriculum. Themes include collaboration, confidence, gratitude, perseverance, perspective-taking, and more. Each theme includes mini-lessons and resources for connecting to families. Resources supporting universal practices across the year include guidance for mindfulness practices, guidance for weekly community circles, and guidance for daily integration of SEL based upon identified practices include:

Homeroom discussion with students (teacher and/or support staff)

Inform of support services available

Information about how to request or access services

The announcements in the morning bulletin

Inform of support services available

Information about how to request or access services

Open support groups during lunch or other designated time

Announcements can be made during homeroom discussion and morning bulletin

Provides safe space for student discussion about how COVID-19 school closure impacted students and their families

Monitored/facilitated by support staff

Distance Learning student Outreach

Outreach through Remind, Google Classroom, teachers, etc.

Information on support services available

Information about how to request or access services

Suicide Prevention Week Awareness

Outreach through Remind, Google Classroom

Information on support services available

Information about how to request or access services

Suicide Awareness swag bag handout

The monitoring of student mental health and social-emotional well-being will include a regular collection of student emotional engagement data via regular and ongoing assessments by the staff of student engagement and participation. Regular emotional engagement will help the staff determine a student's involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus.

Indicators monitored by staff to serve as emotional engagement metrics will include:

Level of engagement with support staff/groups

Participation in learning activities

Participation in co-curricular and extra-curricular activities

As was done during spring school closures staff will provide outreach to students/families and potential referral to tiered supports for mental health and/or social and emotional well-being interventions.

Professional Learning opportunities are designed to build and expand staff capacity to implement SEL practices include: Teachers have been encouraged to provide students with self-care reminders, norms for Google Meets, and relationship building. The content extends the district's existing MTSS work and incorporates new strategies as a result of Distance Learning.

A focus on building system-wide coherence through MTSS

A focus on self-care: Mindfulness

A focus on trauma-informed practices

HJUHS D has developed guidance and resources for educators to inform the monitoring of student mental health and addressing trauma and the other impacts of COVID-19. This guidance begins with an acknowledgment that the mental wellness, coping resilience, and healing before, during, and after a crisis is suddenly at the forefront of both our region's and the world's collective consciousness. Since schools have closed, children have lost the safety net provided by teachers, nurses, support staff, counselors, and other personnel. The guidance emphasizes the role of educators in helping to mitigate the negative impact of traumatic events and stress. By prioritizing student safety and managing stress, educators can support the well-being and long-term academic success of students. Key responsibilities of educators to monitor/support mental health and address trauma include:

Creating safe environments and conditions: Being available, compassionate, and connecting visually or auditorily with students on a regular basis.

Providing routines and structure: Creating weekly rituals and routines that help students self-regulate.

Provide social and emotional support to students and caregivers: Be a support system and facilitate connections.

Prioritize health and well-being: Promote healthy sleeping, eating, and exercise habits and consider the total workload placed on students.

Identify children and families who need additional support: Connect families and students to resources based on assessed needs and fulfill all mandated reporter duties.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

HJUHS D's Safe Return plan begins by reaffirming the importance of attendance and engagement in school. A meaningful connection to friends, caring adults, engaging subject matter and activities in class is at the core of what our students need to learn and thrive in any

environment. We believe this to be true regardless of what school looks like. Not only do we want students to be present or logged in, but we also want them to be engaged: interacting, thinking, and connecting.

The district's Attendance and Engagement Plan takes into consideration all of the recommendations and guidance from federal, state, and county Public Health and Education Offices as well as the requirements outlined in Assembly Bill 77 and Senate Bill 98. Using the framework from HJUHSD's Health and Safety Plan, which outlines the processes that our district has adopted to return to school, in person or virtually, in the safest way possible, as well as the scheduling options, we have created a plan to monitor student attendance and engagement and provide support to students, families and school sites when needed.

The COVID-19 pandemic has presented numerous challenges to the effective monitoring of attendance and engagement. During the spring school closures, the district learned new best practices as a result of the efforts of teachers, administrators, and staff. A significant change made to the district's strategy for measuring engagement and informing outreach and tiered re-engagement is the expansion of the district's definition of student engagement and monitoring methods. In the spring, engagement was limited to physical actions such as logging in to a Google Meet, Google Classroom or sending an e-mail. Moving forward, student engagement will be defined as having three components:

Behavioral engagement (physical actions)

The physical actions a student uses to interact with the learning material such as attending, writing, reading, studying, or watching.

Cognitive Engagement (cognitive processing)

Reflects the extent to which a student is thinking about the learning activity, or attending and focusing on the task.

Emotional Engagement (motivation and emotional response)

Reflects a student's involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus.

The three components of engagement will be monitored and assessed through regular completion of weekly exit tickets, bell ringers, frequency of use of various online tools, participation in online discussions, chats, percentage of assignments completed, number of days logged in, and co-curricular and extracurricular activities. The district is committed to using multiple measures to determine whether students are engaged at the level needed to maximize their academic, social, and emotional progress. This is also being viewed as a collective responsibility. In the spring, engagement was viewed primarily as a student's responsibility. Moving forward, teachers, administrators, and staff across the district have shared responsibility in ensuring the engagement of all students.

The core expectations for each stakeholder group for attendance/engagement are:

Students and families: Attend/engage daily with their teacher and report absences for ANY school day to the school.

Teachers: Document attendance/engagement every school day for each scheduled class period, regardless of the instructional model.

Attendance Staff: Monitor attendance/engagement, work with teachers and families, and provide tiered interventions when necessary.

Administrators: Ensure that attendance/engagement is being documented as required, work with teachers and families, and provide tiered interventions when necessary.

Throughout the spring school closures, attendance office staff, in partnership with administration and counseling, made efforts to contact every student and family that was not attending or engaged. This contact included connecting students and families to resources (nutrition services and technology) and supporting re-engagement with the learning process. Students that are disconnected or disengaged from school are less likely to show up on the first day and are more likely to be absent or unengaged in the fall. Students who experience trauma are significantly more likely to be chronically absent from school. The pandemic has been the cause of trauma for many students. Students who do not feel a sense of belonging and connectedness are more likely to be absent or unengaged. Social isolation has increased the lack of connectedness and belonging. Staff's outreach efforts are continuing through the summer in an effort to re-establish and maintain a vital connection to each and every student.

Tiered re-engagement strategies for students that are absent from distance learning are organized within a Multi-Tiered System of Supports (MTSS) model:

Tier 1 - Teacher

Reteach (differentiate instruction)

Parent Conversation

Schedule an individualized Google Meet

Utilize support staff during class (if applicable)

Provide extra time to Collaborate with Case Manager (if applicable)

Referral to Counselor

Student conversation (re missing assignments/goal setting)

Student conversation

Tier 2 - Counselor

Student Conversation (Set Goals & Follow up)

Parent Conversation

SST Referral

Class change (with Admin. approval)

Referral to Social Worker or Administration

- Social/Emotional Support Organizational Support

Academic Support/Post-secondary Support

Tier 2 - Social Worker

Student Conversation

Parent Conversation

Referral to Outside Agency

Referral to Psychologist

Referral to LMFT Notification to Administration (if needed)

Tier 3 - Administration

Parent Conversation

Learning Lab

Home Visit

Student Conversation

Referral to School Attendance Review Board (SARB)

Referral to Social worker

Referral to Psychologist

Referral to Outside Agency

Tier 3 - Licensed Marriage and Family Therapist (LMFT)

Notification to Administration (if needed)

Referral to an outside agency

To support the implementation of the above strategies, site-level attendance and engagement teams will conduct weekly data reviews, student-level case management, and data-based site-level planning to address identified issues. Data review is supported by Aeries Analytics, a tool that generates real-time student data to inform targeted intervention and daily practices. The data help sites identify students who exhibit attendance, behavior, or course performance that puts them at risk of falling behind.

When a student is unable to attend/engage daily, either virtually or in-person, schools may need to implement Short Term, Independent Studies contracts and/or refer the student to the HJUHSD Independent Studies Program. This option would not be distinct from the full distance learning model for all students. Students on Short Term Independent Studies contracts are required to work independently without synchronous learning time.

HJUHSD's plan focuses on engagement and communication. We believe that our community will have the information and resources they need to be safe, well, and heard. We will provide consistent, clear and routine communications and engagement in multiple modalities and languages principally directed at parents of English Learner students.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Nutrition Services will continue the implementation of key operational procedures developed during the spring school closures that continued through the summer months that ensure safe and effective meal delivery services for students in need, including students eligible for free and reduced meals. These include use of a drive-thru, curbside pick-up process that ensures a safe distance of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, and clear signage at all distribution points to reinforce social distancing practices and now use of masks for community and staff required per state and county health orders.

With the extension of waivers from state and federal agencies allowing the operation of Summer Food Service Programs through December 31, 2020, HJUHSD will allow all students 0-18 years of age to eat free of charge and regardless of eligibility or enrollment in school.

When HJUHSD moves to a blended learning program the Nutrition Services department will provide breakfast and lunch for students who attend in person, adhering to all social distancing requirements. Students will pick up meals in the cafeteria and in multiple locations on campus at secondary schools including outdoors. All students will consume meals outdoors. Nutrition Services will offer multiple days of meals for curbside pick-up on the day's students participate in remote learning.

In planning the return of students and staff to the school site, Nutrition Services is putting plans into place to maximize safety within the COVID context. One measure is the implementation of cashless payments for all students and staff. This will include options for paying online, by check, or by phone. When serving under the National School Lunch Program touchless key pads/ id scanners will be utilized to mitigate any exposure using the shared devices. \$4,600.00

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals principally directed at foster youth, English learners, and low-income students during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment.	\$9,000.00	Yes
Mental Health and Social and Emotional Well-Being	Multi-Tiered System of Support (MTSS) and Social-Emotional Learning (SEL): Maintain existing staffing and supports to implement district programs and support school initiatives. Professional learning expanded to address distance learning context, particularly to support teachers in utilizing practices	\$196,017	Yes

Section	Description	Total Funds	Contributing
	that increase connectedness and address trauma within the remote context.		
Mental Health and Social and Emotional Well-Being	Nurses: Maintain existing staffing and supports to provide critical health information, referrals, and support. Support the district's broader efforts to educate the community about COVID, support contact tracing, and engage in direct outreach to students and families.	\$248,153	Yes
Mental Health and Social and Emotional Well-Being	School Psychologists: Maintain existing staffing and supports to assess, screen, and identify learning disabilities and to recommend appropriate interventions/modifications for students.	\$305,136	Yes
Mental Health and Social and Emotional Well-Being	Student Services: Maintain existing staffing and supports to provide students and families a centralized access point for support services including, but not limited to, counseling referrals, mental health/behavioral consultations, suicide risk response and intervention, attendance interventions. Collaborate in the districtwide effort to monitor and address mental health needs, in particular, the trauma experienced or exacerbated as a result of the COVID pandemic.	\$662,073	Yes
Pupil Engagement and Outreach	Student Services: Maintain existing staffing and supports to support district-wide parent engagement. Within the school closure context, the staff is partnering closely with the attendance office to conduct home visits and other outreach to make contact with unreachable students.	\$325,514	Yes
Pupil Engagement and Outreach	Translation and Interpretation: Maintain existing staffing and supports to provide interpretation and translation services in	\$179,701	Yes

Section	Description	Total Funds	Contributing
	languages other than English. Maintain staffing and supports that specifically address English Learner needs including designated/integrated ELD implementation, newcomer programs, and language immersion programs.		
Pupil Engagement and Outreach	Foster Youth Services: Maintain staffing and supports that specifically address Foster Youth needs. Homeless Services: Maintain existing staffing and supports specific to Homeless Youth. Expand efforts to provide access to devices and connectivity, particularly during any transitions between living situations.	No Cost	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
17.50%	6,417,449

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Several actions are contributing to the increased/improved requirement that is being implemented across the district. These actions in turn are divided into those that already exist within the previous Local Control and Accountability Plan (LCAP) and those that are unique to the school closure/distance learning context.

Two actions related to device and connectivity access are being applied across the entire district, but are primarily intended to provide access for low-income students who may not have full access at home. The district purchased and distributed Chromebooks to all students and will continue to distribute devices to incoming 9th-grade students, new students in grades 9-12, and any continuing students who still need a replacement device. Targeted outreach is occurring through the Administrative offices at each site to make contact with students who have been unreachable to determine technology needs. Wi-Fi hotspots are being provided to all students in need.

Several actions from the existing LCAP that are both (a) being implemented district-wide and (b) increasing or improving services for unduplicated students are being maintained in the 2020-21 school year. These actions include:

Counselors and Credit Recovery Programming

Providing robust and predictable academic counseling services is intended to provide all students, and in particular unduplicated students, guidance to support their successful navigation of high school, and the path to college and career. Particularly for students who will be the first in their family to go to college, many of whom are unduplicated students, consistent access to counseling is critical support for their success. The master schedule is a key action to apply the district's equity lens. Establishing clear and functioning systems for allocations of staffing, course scheduling, preregistration, and reduction of unnecessary course stratification/tracking are all key elements of more equitable schools. Students who are historically less likely to self-advocate or have advocates at home, which can often include unduplicated students, will have increased access to college preparatory and advanced coursework and other classes that meet their individual needs.

Multi-Tiered System of Support (MTSS) and Social-Emotional Learning (SEL)

These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture. Black and Hispanic youth in particular experience higher rates of discipline and lower attendance. English Learners and Low-Income students are also more likely to be impacted by negative school culture and climate. These programs, while continuing their previous work, will adapt their range of supports for staff and students during distance learning. The MTSS and SEL supports will be critical elements in communicating and teaching best practices for integrating SEL into daily instruction and establishing clear classroom and school-wide supports to build positive culture and climate.

Nurses and Social Workers

This action, in non-pandemic times, represents another of the district's efforts to provide resources to the HJUHSD community based on the needs of the most vulnerable, including unduplicated students. In particular, for those students who are low income, Foster Youth, and Homeless Youth who may not always have regular access to health services, including counseling and mental health services, this action is critical support. Providing preventative health services and rapidly responding when needs are identified increases the ability of more students to attend school more often. With attendance playing a critical role in academic success, this action is viewed as direct support of student success in the classroom and beyond. During the time of school closures, the staff within this action will play a critical role in addressing the impact of trauma caused during the pandemic or exacerbated by the conditions of school closure. As mentioned throughout, the impacts and trauma of COVID are landing disproportionately on specific student groups, including unduplicated students.

School Psychologists

Psychologists play a critical role in the early identification of learning needs and referral to appropriate supports. This is crucial in normal years when the most vulnerable student groups are often at risk of falling further behind without the appropriate and early assessment of need and support provision. During school closures and distance learning, the role of psychologists remains critical as many students will have, layered upon their existing learning gaps, additional learning loss. Being able to appropriately assess individual student needs and connect them to appropriate supports is a key component of the district's plan to address learning loss and accelerate growth for unduplicated students and other vulnerable student groups.

Transportation

HJUHSD will continue to provide transportation that is principally directed to English Learners, Foster Youth & Low Income to keep students in school on LEA wide basis to ensure that 100% of students have access to a ride to school.

Data Dashboard and Software Tools

HJUHSD will continue to utilize the Illuminate Education Data and Analysis (DnA) program to support the development of CCSS aligned assessments, create reports, and analyze data to ensure English Learners, Foster Youth & Low Income to keep students needs are being assessed. HJUHSD will also continue to provide teachers and staff with Illuminate Education Professional Development that is principally directed to English Learners, Foster Youth & Low-Income students LEA wide basis to ensure that 100% of the teachers are receiving the training and data they need.

School Nutrition

HJUHSD will continue to provide meals that is principally directed to English Learners, Foster Youth & Low Income to keep students fed on LEA wide basis to ensure that 100% of students have access to meals.

Translation and Interpretation

HJUHSD continues to provide translated Digital and Print materials to parents that speak a language other than English.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The actions and services described in this plan that has previously been provided and continue to be provided as an increase or improvement to unduplicated students include:

- Foster Youth Services
- Bilingual Services
- Homeless Services
- Curriculum Facilitators and Academic Coaches
- Instructional Technology Specialist
- Counselors and Credit Recovery Programming
- Teacher Collaboration Time (PLC)
- Educational Services
- Multi-Tiered System of Support (MTSS) and Social-Emotional Learning (SEL)
- Nurses and Social Workers

Of the actions described within this plan, several are services that are provided only or primarily to unduplicated students and their families. These include Foster Youth Services (serving Foster Youth), the Bilingual Services Department (serving English Learners), Homeless Services (serving Homeless Youth), and the Special Programs Department (serving English Learners and students with disabilities).

Actions described in this plan that may be available to a broader audience but are primarily directed towards unduplicated pupils to increase services include:

- Home Visits
- Expanded Learning
- Computers and Additional Technology to Support Distance Learning

Actions described in this plan that is funded by multiple resources and have components with a particular focus on increasing and improving services for unduplicated pupils include:

- Curriculum Facilitators and Academic Coaches
- Instructional Technology Specialist
- Educational Services Director

Actions described in the plan that represents an increase in services above and beyond the level that would be provided otherwise, with the increase intended to primarily benefit unduplicated students, include:

- Counselors
- Nurses and Social Workers

Actions described in this plan that is implemented districtwide with the intent to principally benefit unduplicated students include:

- The Intervention Center
- Teacher Collaboration Time (PLC)

Other actions and services that continue to be provided as an increase or improvement to English Learners, Foster Youth & Low-Income students include:

Common Core-aligned resources

Digital resources and materials

Safe and secure facilities

New teachers with New Teacher Induction training

Targeted ELA & Math intervention for at-risk students

Training and materials to develop Pre-AP courses

Support teacher and administrator participation in English Intervention Instructional Rounds

Support teacher and administrator participation in Math Intervention Instructional Rounds

Teachers and staff with Data-Driven Decision Making Professional Development

Project-Based Learning training and classroom materials

Teacher training for Advanced Placement Courses

Teacher training for APEX Learning

College Prep Math (CPM) training for Math teachers

District Instructional Technology Specialist to support & train teachers to integrate technology into the classroom

Comprehensive HJUHSD New Teacher Workshop, to provide guidance,

support, and training in Classroom Management, Google Apps, Curriculum Management, and Special Needs support

Google Apps for Education Teacher Workshops, how to integrate Google Apps

into the classroom and curriculum

Release time for staff to develop Standards-aligned curriculum & assessments

Curriculum Facilitators at each site to support guide and direct the implementation of Standards development

Align learning outcomes and instructional practice by course to ensure high levels of learning for all

Continue to develop and provide Academy and or Pathway courses that support Linked Learning and

Career Technical Education-Core integration

Utilize the Illuminate education Data and Analysis (DnA) program to support the development of CCSS aligned assessments, create reports, and analyze data

Continue to offer reduced class sizes in ELA

College and Career Readiness Center to support and guide students in their exploration of career and college opportunities

Work-Based Learning Coordinator to structure opportunities for student internships at local businesses and organizations

Unit Recovery courses

Support, transportation, and incentives

Maintain and support the Student Information System (SIS)

Summer School

Earl F. Johnson Continuation High School (EFJ)

Support the well being and safety of students by supplying nurses, SRO's Safety staff,

Restorative Justice, LMFT's and Psychologists

Community Day School (CDS)

Visual and Performing Arts courses and performances
Bilingual Instructional Assistants